



## Progression in each phase for Letters & Sounds:

Examples of how each sound is pronounced are given in the following words in brackets. The sound is highlighted as bold.

For more information, please visit the school website where there is a direct link to a video which demonstrates how each sound is pronounced.

In general, children are taught one new phoneme/grapheme each day as well as revisiting all phonemes/graphemes previously taught.

Approximate timings for each phase are given in brackets.

**Please note:** Children progress at different rates and so your child will be working within the phase that is appropriate for them. Children's progress is monitored every half term and the groupings for each phase are flexible. It is important that your child is working at the correct phase for them as this will provide a solid base for future learning.

**Please click on the appropriate link to take you to the phase you are interested in**

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**Phase 1 (This phase starts in nursery and continues throughout all phases 2-6):**

*Working on:* Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.

*NB: NO letter sounds are taught at this stage. Children need to develop their listening skills to distinguish between environmental and other sounds.*

**Phase 2 (Up to 6 weeks. This phase starts in Reception):**

**Overview**

*Working on:* Using common consonants and vowels.  
Blending for reading and segmenting for spelling simple CVC (Consonant – Vowel – Consonant) words e.g. c-a-t.

*Working on:* Knowing that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters).

Letter progression:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck (clock), e, u, r

Set 5: h, b, f, ff (huff), l, ll (full),

Each of these sets are taught over the course of a week.

**Phase 3 (Up to 12 weeks):**

**Overview**

*Children working within this phase will be working on knowing **one** grapheme for each of the 43 phonemes*

*Working on:* Reading and spelling CVC words using letters and short vowels.

Letter progression

Set 6: j, v, w, x

Set 7: y, z, zz (fizz), qu (quiz)

Each of these sets is taught over the course of a week.

*Working on:* Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.

Consonant digraphs (Sounds made up of 2 letters, the first being a consonant)

**ch** (chip), **sh** (shop), **th** (that), **ng** (sing)

*Phase 3 continued on next page...*

*Working on:* Reading and spelling a wide range of CVC words using all letters from phase 2 and less frequent consonant digraphs and some long vowel phonemes.

Graphemes:

ear (**hear**) , air (**fair**), ure (**pure**), er (**hammer**),  
ar (**car**), or (**torn**), ur (**turn**), ow (**cow**), oi (**coin**),  
ai (**train**), ee (**sheep**), igh (**night**), oa (**boat**), oo (**boot/look**)

#### **Phase 4 (4 to 6 weeks):**

##### **Overview**

*No new phonemes or graphemes are introduced in this phase. Children consolidate their knowledge of graphemes in reading and spelling words containing adjacent consonants (e.g. went: w-e-**n-t**) and polysyllabic words (words with more than one syllable).*

*Working on:* Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.

*Working on:* Segmenting adjacent consonants in words and apply this in spelling.

#### **Phase 5 (Approximately 1 year. A child making expected progress will be working on this phase during Year 1):**

##### **Overview**

*Children will broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.*

*Working on:* Reading phonically decodable two-syllable and three-syllable words.

*Working on:* Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.

New graphemes for reading:

ay ( <b>day</b> )	oy ( <b>boy</b> )	wh ( <b>when</b> )	a-e ( <b>make</b> )
ou ( <b>out</b> )	ir ( <b>girl</b> )	ph ( <b>photo</b> )	e-e ( <b>these</b> )
ie ( <b>tie</b> )	ue ( <b>blue</b> )	ew ( <b>new</b> )	i-e ( <b>like</b> )
ea ( <b>eat</b> )	aw ( <b>saw</b> )	oe ( <b>toe</b> )	o-e ( <b>home</b> )
	ey ( <b>honey</b> )	au ( <b>Paul</b> )	u-e ( <b>rule</b> )

Known graphemes for reading: alternative pronunciations

a:	hat	acorn	fast*	was
e:	bed	he		
i:	tin	find		
o:	hot	no		
u:	but	unit	pull*	

*Phase 5 continued on next page...*

Known graphemes for reading: alternative pronunciations cont...

ow:	<b>down</b>	<b>low</b>		
ie:	<b>pie</b>	<b>field</b>		
ea:	<b>sea</b>	<b>head</b>		
er:	<b>fern</b>	<b>farmer</b>		
ou:	<b>out</b>	<b>soup</b>	<b>could</b>	<b>mould</b>
y:	<b>yes</b>	<b>my</b>	<b>gym</b>	<b>happy</b>
ch:	<b>chin</b>	<b>chef</b>	<b>school</b>	
c:	<b>cat</b>	<b>cell</b>		
g:	<b>got</b>	<b>magic</b>		
ey:	<b>they</b>	<b>money</b>		

\* In the North of England the grapheme a is pronounced the same as in hat, fast etc.  
The grapheme u is pronounced the same in but, put etc. Alternative pronunciations for each of these graphemes apply in the South of England only.

Alternative spellings for each phoneme:

/c/ ( <b>crisp</b> ):	k	ck	qu	x	ch
/ch/ ( <b>chip</b> ):	tch				
/f/ ( <b>fin</b> ):	ph				
/j/ ( <b>jug</b> ):	g	dge			
/m/ ( <b>mug</b> ):	mb				
/n/ ( <b>not</b> ):	kn	gn			
/ng/ ( <b>sing</b> ):	n(k)				
/r/ ( <b>red</b> ):	wr				
/s/ ( <b>so</b> ):	c	sc			
/sh/ ( <b>shop</b> ):	ch	t(ion)	ss(ion, ure)	s(ion,ure)	c(ion,iou,ial)
/v/ ( <b>vat</b> ):	ve				
/w/ ( <b>walk</b> ):	wh				
/e/ ( <b>pet</b> ):	ea				
/i/ ( <b>hit</b> ):	y				
/o/ ( <b>got</b> ):	(w)a				
/u/ ( <b>cup</b> ):	o (south)				
/ai/ ( <b>train</b> ):	ay	a-e	eigh	ey	ei
/ee/ ( <b>sleep</b> ):	ea	e-e	ie	y	ey eo
/igh/ ( <b>night</b> ):	y	ie	i-e		
/oa/ ( <b>boat</b> ):	ow	oe	o-e	o	
/oo/ ( <b>boot</b> ):	ew	ue	ui	ou	
/oo/ ( <b>book</b> ):	u	oul	o (north)		
/ar/ ( <b>car</b> ):	a (south)				
/or/ ( <b>torn</b> ):	aw	au	al	our	
/ur/ ( <b>turn</b> ):	ir	er	ear		
/ow/ ( <b>cow</b> ):	ou				
/oi/ ( <b>boil</b> ):	oy				
/ear/ ( <b>hear</b> ):	ere	eer			
/air/ ( <b>hair</b> ):	are	ear			
/ure/ ( <b>pure</b> ):	our				
/er/ ( <b>farmer</b> ):	our	e	u		

*Phase 5 continued on next page...*

New phoneme:  
zh (vision)

*Working on:* Spelling complex words using phonically plausible attempts.

**Phase 6 (Approximately 1 year. A child making expected progress will be working on this phase during Year 2):**

**Overview:**

*During this phase children become fluent readers and increasingly accurate spellers. To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon what their learning. Over time, children need to develop self-regulated comprehension strategies:*

- *Activating prior knowledge*
- *Clarifying meanings – with a focus on vocabulary work*
- *Generating questions, interrogating the text*
- *Constructing mental images during reading*
- *Summarising*

*Working on:* Recognising phonic irregularities. and becoming more secure with less common grapheme-phoneme correspondences

*Working on:* Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.

Addition of suffixes:

-s	-es	-ing	-ed	-er	-est	-y	-en
-ful	-ly	-ment	-ness	-en			

### **Glossary of Terms:**

**CVC words:** Words that consist of a consonant-vowel-consonant as in c-a-t and b-i-g

### **Consonant digraph:**

A phoneme that is made up of two graphemes, the first of which is a consonant as in 'wh' and 'ng'

### **Digraphs and trigraphs (and four letter graphemes):**

A digraph is a two letter grapheme where two letters represent one sound as 'sh' in *ship*. A trigraph is a three letter grapheme where three letters represent one phoneme as 'igh' in *night*. By definition, a four letter grapheme uses four letters to represent one phoneme as 'eigh' representing the /ai/ phoneme in *eight* and *weight*

**Grapheme:** A symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes

**Grapheme-phoneme correspondences (GPCs) and phoneme-grapheme correspondences:**

We convert graphemes to phonemes when we are reading and phonemes to graphemes when we are spelling. To do this, children need to learn which graphemes correspond to which phonemes and vice versa

**Phoneme:** The smallest unit of sound in a word

**Phonics:** Consists of the knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling

**Segmenting and blending:**

Segmenting and blending are reversible phonic skills. Segmenting consists of breaking words down into their constituent parts to spell. Blending consists of building words from their constituent phonemes to read

**Split digraphs:**

A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph as in make, where 'k' splits the digraph 'ae' which represents the phoneme /ai/

**Vowel digraph:**

A phoneme that is made up of two graphemes, the first of which is a vowel as in 'ai' and 'oy'

*(Letters & Sounds, DfES 2007)*